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ABSTRACT

The focus of this pamphlet is on establishing or refining a program to provide educational services for the general student body at colleges and universities, most of whom drink alcoholic beverages during their college career. Although most of these students are not currently experiencing chronic alcohol abuse, nor will most of them develop chronic alcohol problems, they do need information to reduce the risks associated with alcohol use. This pamphlet is based on the premise that education should be directed at providing information and developing skills for responsible decision-making concerning alcohol. The first part looks at issues to consider when planning for an alcohol education program. These include: (1) program planning committee; (2) role of policy; (3) determining needs; (4) goal setting; (5) assessment of resources; (6) determining the scope; (7) designating program leadership; (8) peer education model; (9) recruitment and selection; (10) retention; (11) program content; and (12) materials development. The second part provides information for implementing an alcohol education program. The two main issues to consider are logistics of programming and program promotion. The third and fourth parts examine referrals for counseling and program evaluation. (LLL)

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Alcohol Education Programming for Colleges and Universities

by

Donna Spitzhoff Hill

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Center of Alcohol Studies
Pamphlet Series

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Alcohol Education Programming for Colleges and Universities

INTRODUCTION

Alcohol consumption continues to have a significant impact on the lives of college students. In spite of increases in the minimum legal drinking age across the country, recent nation-wide studies of college students' drinking habits indicate that approximately 82 to 92% of students drink alcoholic beverages (Engs and Hanson, 1985; Johnston, O'Malley and Bachman, 1986). Not only is the percentage of student drinkers higher than the percentage of drinkers in the general population of the United States (U.S. NIAAA, 1981; Mills, Neal and Peed-Neal, 1983), but the style of drinking exhibited by many such students can present its own set of problems. There is a tendency for more heavy, episodic drinking among students which may contribute to acute problems during or shortly after the drinking episode. About 20% of the students surveyed would be considered heavy drinkers, using the definition of consuming six or more drinks in a setting at least once a week (Engs and Hanson, 1985).

Although there is the possibility that this type of drinking may set a behavioral foundation for chronic alcohol problems to develop later in life, it is not an absolute pattern. This observation offers some sense of reassurance, yet there is substantial cause for concern about the more acute problems associated with heavy, although perhaps occasional, consumption of alcoholic beverages. Problems of particular importance to college students include drunk driving, the potential for acquaintance rape incidents, combining alcohol with other drugs, and personal safety associated with accidents other than auto, as well as situations of violent behavior prompted by alcohol abuse. It is also important to recognize that there are students who do develop serious problems because of drinking during their college career, some of whom continue abusive drinking behavior after graduation, and others who bring alcohol problems with them to college.

All students can benefit from appropriate education regarding the full range of potential alcohol consumption behaviors: non-use, use, abuse, and dependency. Inevitably, alcohol education programming will present opportunities for referral to treatment or counseling services. Appropriate resources for such services would need to be identified and can be utilized in a number of ways within an education program.

The focus of this pamphlet, however, is on establishing or refining a program to provide educational services for the general student body, most of whom, as already stated, drink alcoholic beverages

during their college career. Although most of these students are not currently experiencing chronic alcohol abuse, nor will most of them develop chronic alcohol problems, they do need information to reduce the risks associated with alcohol use.

It is important in any educational program of this type not only to be concerned with the student body but to consider the rest of the university community: faculty, staff, and surrounding population. Information regarding alcohol consumption can be valuable to members of each group in application to their own lives. Additional benefit is achieved when the messages from student-oriented program activities can be reinforced and supported by others within the university setting.

This pamphlet is based on the premise that education be directed at providing information and developing skills for responsible decision-making concerning alcohol. This premise applies to those who drink alcoholic beverages as well as those who abstain but may socialize, live with, or are, in some way, affected by people who drink. The most realistic focus would be related to reducing the risks associated with alcohol consumption. This would involve information relative to light or moderate drinkers, occasional heavy drinkers, as well as chronic alcohol abusers. Obviously, the risks vary for each group and the content of the educational messages should be tailored to address the full range of risks and potential consequences. The university environment sets the stage for learning and encouragement of personal and intellectual growth. This growth will, to some extent, be evidenced during the college years and, one assumes, continue to develop following graduation when the individual assumes other roles in the larger society. Since alcoholic beverages are well-integrated into many aspects of society, it follows that part of the university learning experience should be related to appropriate, low-risk use for those people who choose to drink alcoholic beverages; respect for the decisions of those who choose not to drink; as well as recognition of alcohol abuse and acquisition of adequate coping mechanisms for dealing with abuses where they may be encountered.

WHY ALCOHOL EDUCATION ON COLLEGE CAMPUSES?

The college years are generally considered the culmination of adolescence. For most people, the adolescent years are a time of personal exploration, confusion, experimentation, and sometimes, excessiveness in behavior. This might apply to any number of areas of the individual's life, including: alcohol and other drugs, sexuality, personal value systems, diet, schedule and time priorities, friendships, romantic relationships or belief systems. The processes involved with this personal growth are a normal, healthy part of

adolescent development and are important for a strong sense of self in relation to others and one's environment.

However, during the course of this stage of development, the individual may assume certain risks and experience problems related to his or her behavior. Some of the negative consequences of this behavior may be incorporated into the overall learning experience. A major concern is that these negative consequences can be serious and may threaten the life or health of the individual or others.

Alcohol consumption has traditionally been part of campus life for many students. It continues to be the drug of choice on college campuses and is the most used and abused drug in this country. Of particular interest, and presenting a special need for some colleges, is the increase in older students for whom the minimum drinking age is not even an issue. Based on current trends and the historical perspective, it is reasonable to assume that alcohol will be a factor on the campus scene for the foreseeable future.

Opportunities to educate the entire university community about risk reduction related to alcohol use, recognition of existing or impending problems related to alcohol abuse, and integration of such information within the context of an active, productive, and enriching college experience are plentiful.

There are a variety of organizational structures through which an alcohol education program may be offered. Although the availability of such structures vary according to the type of college (residential or commuter), size, resources, priorities, and traditions of the institution, each of the groups listed below can provide staff, motivation, areas of expertise, familiarity with campus issues, and support for the need for education on this subject:

- Residence Life Program
- Wellness/Health Promotion Programs
- Student Health Service
- Student Government
- Counseling Center
- Student Clubs and Organizations
- Fraternity/Sorority System
- Dean of Students' Office
- Campus Security Office
- Student Activities Office

PLANNING FOR AN ALCOHOL EDUCATION PROGRAM

There are a series of steps that should be accomplished as part of the preliminary preparation to determine the focus, approach, and purpose(s) of the program.

Program Planning Committee

One of the first steps to consider is the establishment of a task force or committee which will take responsibility for determining the needs of the population, the possible sources of funding and staffing, for setting goals, establishing priorities, and determining the

scope and degree of comprehensiveness of the planned program. The task force ideally would include representatives from as many segments of the university community as possible, including the administration, the student body, faculty members (particularly those with expertise in the alcohol and drug fields, human behavior, social policy, psychology, etc.), counseling personnel, university police or security staff, student affairs and activities personnel, athletics staff and student health service staff, to name a few. A broad representation helps to ensure that the institution's philosophy and basic orientation are appropriately defined and applied in the early planning stages.

Role of Policy

The institution's alcohol policy sets the foundation for environmental, programmatic and disciplinary approaches to deal with the many alcohol-related issues facing a campus community. Thus, the policy development or revision process is paramount for any college or university. A well-conceived, developed and implemented policy can positively influence the climate on campus, the potential success of prevention efforts and the expedience with which appropriate help can be accessed for those experiencing alcohol problems.

There are numerous resources available which detail specific content to be considered in alcohol policies and the steps to follow in developing or revising the same. Several excellent and well-recognized resources are:

- *Model Campus Alcohol Policy Guidelines* and *Guidelines for Beverage Alcohol Marketing on College and University Campuses.* Both documents are available from the Inter-Association Task Force on Campus Alcohol and Substance Abuse Issues. (See Resource List.)

- *Alcohol and Other Substance Abuse: Resources for Institutional Action.* Available from the American Council on Education's Office on Self-Regulation Initiatives. (See Reference List.)

- *Standards of the Network of Colleges and Universities Committed to the Elimination of Drug and Alcohol Abuse.* Available from the Education Networks Division, U.S. Department of Education. (See Resource List.)

Some of the general principles that can be gleaned from the above are useful guides for any alcohol policy development or revision process. Included would be the following:

First, a Policy Committee needs to be formed, using a similar approach of broad institutional representation as was included on the

Program Planning Committee. Strong representation from various student groups is critical.

Second, pertinent state and city laws which may be relevant to alcohol policy should be summarized (e.g., legal alcoholic beverage purchase age, regulations regarding the sale of alcoholic beverages, open container laws).

Third, institutional regulations need to be specified. These may include:

- Campus locations where alcoholic beverages are permitted to be possessed, served and sold;
- Guidelines for parties and other events which may involve alcoholic beverages;
- Advertising guidelines for social or other campus events at which alcohol may be available as well as guidelines for advertising alcoholic beverages on campus;
- Consequences and processes for dealing with violations of alcohol policy.

The policy may also integrate alcohol education, referral and intervention components as part of the institution's overall approach in addressing alcohol issues. Such a policy would be applicable to the entire campus community, including students, staff, faculty and alumni.

Determining Needs

Determining the particular needs of the target population can be accomplished in a number of ways depending on the amount of time, money, and personnel available.

Ideally, statistics and information regarding alcohol use and abuse from one's own institution would serve as part of the data on which decisions regarding program direction and goals would be based. This information may be obtained by surveying any of the following groups concerning their drinking behavior, their observations of drinking on campus and how or if alcohol consumption has any effect on their role within the campus community: (1) a random sample of the general student body; (2) student leaders: those in positions of responsibility and authority (resident assistants, residence counselors, student government members, fraternity/sorority officers, leaders of student clubs/organizations, etc.); (3) selected staff members whose professional positions might offer a point of observation, interaction, and/or responsibility regarding students' drinking behavior, such as those in student affairs, residence life, health

service, university police and security, dean of students, athletics, etc.; (4) a random sample of faculty members.

Survey results from the individual college can be compared with national data and applicable regional studies. It is interesting to assess how one's own campus compares with neighboring colleges as well as national norms of student drinking patterns.

In addition, analysis of particular indicators of drinking behavior on campus may provide insight into some areas of educational need and concern. These indicators might include police reports involving student drinking episodes on campus, housing department damage and replacement reports, judicial and disciplinary reports, etc. In the effort to balance the impression of use vs abuse of alcohol on campus, an attempt should be made to review reports of events or results of situations in which alcohol use did not result in negative consequences, but actually was maintained as a positive or neutral element of the event. Although the approach of analyzing reports is more likely to expose the results of abuse rather than responsible use of alcohol (abuse is more obvious and observable), it can help serve as justification for incorporating educational components into alcohol policies and training programs for student leaders, and help prevent or curb the extent of such cases of abuse in the future.

Goal Setting

Based on the results of the needs assessment, the philosophy and orientation of the institution (with particular reference to the consumption of any alcoholic beverages), and bearing in mind the purpose for which the task force or committee has been convened, a set of overall goals for the intended program would be established. The questions to be answered while formulating such goals include:

- What is it that we want this program to accomplish?
- Who are the target audiences?
- What type of effects on the campus environment would be expected as a result of this program?
- How will the effects be measured?
- What would we want each program participant to be able to incorporate into his or her life?

Assessment of Resources

The resources which would be available or designated for the intended alcohol education program will determine, to some extent, the degree of comprehensiveness of the program, the time frame

within which it can reasonably be developed, and the nature of the educational strategies to be planned. Resources to be considered include: personnel and staffing possibilities, financial support, equipment and materials which may be necessary or desirable for the educational efforts, and facilities available to "house" the central location of the program, as well as those available for program events and activities.

When determining staffing patterns for the program, an obvious resource would be the students themselves. Having students intimately involved with program development and implementation is beneficial for a number of reasons. First, having students present, debate, discuss, and share concerns and information with each other often adds a greater dimension of credibility than when a non-student presents the same information. Second, students are most familiar with the issues, pressures, problems, and social climate on campus with respect to alcohol use and abuse. In addition, student involvement with development or adaptation of program content is likely to render it more applicable to the particular college at which the program is being offered. And finally, the opportunity for the students to advance their own level of knowledge about alcohol issues and to develop skills in constructing, presenting, and evaluating educational strategies offers a valuable experience which will be of benefit during and beyond their college years.

Early consideration should also be given to the professionals affiliated with the university who might act as consultants, advisors, resource people or coordinators. An obvious group from which to draw such assistance would be the original task force members and colleagues whom they would be able to recommend. Generating support from various segments of the university is certainly helpful during the developmental stages and will be critical during the implementation of program activities.

A well-planned and diverse educational program will most likely incorporate multi-media strategies for conveying information, stimulating thought and discussion, maintaining audience interest, and varying the educational format. The particular types of equipment and materials (films and videos, projectors and VCRs, display items, printed materials, etc.) which would be needed or desired should be assessed at a fairly early point so that the availability or non-availability of such items can be considered in the actual development of educational strategies. This may be an important factor when funds are being allocated.

Finally, assessing the type, size, structure and availability of the physical facilities which will be used in connection with the alcohol education program may help provide some sense of direction, limitation and organization in planning the particular program ele-

ments. The types of facilities to consider will be those which may be used for offices, meetings, storage, facilitation of educational events, and "high traffic" areas for contacting as many people as possible.

Determining the Scope
Based on all of the factors outlined above, the scope of the program can be determined to a certain degree. Questions which may help in determining the degree of comprehensiveness for program design would include:

- Who is the intended target audience? (For example: the general student body, students identified as being at "high risk," faculty and staff members with responsibilities related to student life, faculty and staff members themselves, student leaders, peer counselors, surrounding community establishments and population.)

- What are the goals of the program?

- What are the primary and long-term objectives? How will they be measured?

- What is the time frame within which the program is expected to be established and will be evaluated on an initial basis?

- How extensive are the resources (financial, personnel, etc.) allocated to the program?

By evaluating these questions and others that are pertinent to the particular institution, the program can begin to take shape. The foundation can be set for acceptance and, it is hoped, enthusiastic reception of the program once it moves into the implementation stage.

When the preliminary preparation has been accomplished, the tasks remaining are more concrete. The structure of the program needs to be determined and set in place. The content of the educational efforts will be developed and appropriate and complementary educational materials will need to be created or acquired.

Designating Program Leadership
An early step in determining structure for the program is designating an individual or small, cohesive group to assume responsibility for initial and ongoing development of the program's activities, supervision of staff to maintain quality control as well as to generate and maintain momentum of program efforts. This individual (or members of the small group) will also represent the alcohol education program among various divisions within the university and to groups outside the institution (such as other colleges and universities, professional organizations, community groups). Some of the

qualifications desirable for a person in this position might include: (1) thorough familiarity with alcohol issues and concerns (physical, social, psychological, familial, cultural, legal aspects); (2) knowledge of educational theory; (3) experience in teaching, counseling, group process, etc.; (4) experience in program development and evaluation, marketing, materials development; and (5) familiarity with the campus environment, college students' recreational options, interests, and preferences; drinking patterns, norms, and trends in general society and on college campuses.

This person or group will be the source of information about the alcohol education program, the mechanism for review and approval of program content, activities, publicity and promotion, and the motivating force behind program efforts.

Peer Education Model

If the peer education model is to be incorporated as one element of the program (it is recommended that peer education be a strong element of the program), aspects of planning to be considered would include: recruitment, selection, training, and retention of the peer educators.

Recruitment and Selection. The qualities of the student applicants that might be particularly relevant include academic knowledge, background or training in alcohol studies, and skill in facilitating groups, developing educational materials, and teaching.

Although familiarity with content is important, teaching ability is a critical qualification to consider when interviewing prospective peer educators. It generally takes a lot longer to develop such skills than to learn the relevant content. Recruitment may include placing ads in the student press, contacting relevant academic departments (from which students may have had the opportunity to acquire some of the appropriate skills and knowledge such as psychology, education, public health, social work, communication), working with student organizations and the Dean of Students' office to identify students who might have a particular interest in the field and who have demonstrated leadership ability or potential.

Training. The training component of this peer education model may take several forms. It can be incorporated into an academic course for credit or arranged as an independent study project. The training program can also be conducted on a less formal, more individualized basis, particularly if the content has been developed into a manual or a standard set of materials. The program coordinator(s) will need to determine the amount and select the particular content with which the peer educators will need to feel comfortable and familiar during their involvement with the program.

The training process might be organized in a series of five steps. The first is to acquire the basic knowledge about alcohol use and misuse. A set of recommended or required readings, viewing appropriate films and videos, and meeting regularly with the coordinator(s) to review and discuss the material can provide an efficient means of acquiring that knowledge.

The next step is for the educator-in-training to observe experienced facilitators conducting workshops, exhibits, debates, or whatever strategies have been designated as program activities. Much can be learned by seeing the information being presented, the activities within the workshop (or other event) being conducted, and the interaction between facilitator and participants as well as among the participants themselves. Following the observations, "mock" presentations can be held with the program staff in which the new peer educators would present the material in front of a supportive audience or the experienced and inexperienced facilitators can initially pair up to co-facilitate the workshops, exhibits, demonstrations, or other activities. Part of the quality assurance component of the program would be for the coordinator(s) to observe each facilitator, especially early in the training process. The coordinator would be able to critique the peer educator on content, style, format, group dynamics, etc., and make suggestions for improvement as well as providing feedback on the aspects of the presentation that worked particularly well. Another aspect of quality assurance should be the evaluation of each program activity by the facilitator(s) and the participants of the event. When the evaluation forms (the easiest method of documentation and record keeping) are returned to the coordinator, they should be carefully reviewed and the findings incorporated into the training program to monitor and upgrade the presentations. With such measures of quality assurance the coordinator(s) should feel confident in the type, amount, and quality of information conveyed by the student staff members of the program.

The student population is relatively transient due to student internship involvements, semester schedule changes, varying academic pressures, part-time employment demands, and graduation itself. Therefore, the recruitment and training components of the peer education model will need to be repeatedly implemented as experienced student educators leave and new ones become involved with the program.

Retention. Since the training process is time-consuming, every effort should be made to provide incentives for students who have been trained and have worked successfully with the alcohol education program to remain as active staff members. A number of methods can be considered to increase retention of student staff. On a tangible level, arrangements may be made for students to receive academic credit or monetary compensation. In addition, during the

recruitment and selection processes and during the intensive, initial training, as well as the ongoing follow-up training, there should be emphasis on the opportunity for students to develop and perfect their own skills for future application. This is particularly important in programs based on a volunteer peer education philosophy. Of equal importance is the intrinsic value of being involved with a program that is established to help make people aware of important alcohol issues, to keep people safe through reducing risks associated with alcohol consumption, and to provide assistance for those who may already have problems with alcohol.

Program Content

There are several factors to consider in determining the content of the educational program. The goals which will have been established by the task force or committee should provide a broad base on which to plan the content. The program efforts should focus on timely issues with particular relevance to students' lives. This approach helps to generate interest, maintain credibility, and convey the type of information most likely to be applied to the campus environment and lifestyle.

The following list of topics have been included successfully in alcohol education program efforts:

- Party planning: responsibilities, liabilities, logistics;
- Alcohol advertising and promotion on campus and in the local general media;
- Drunk driving issues: laws, blood alcohol levels, protection from drunk drivers;
- Alcohol effects: physical, psychological, myths;
- Alcohol problems common to a college population;
- Family-related alcohol problems;
- Alcohol and its relation to sexuality;
- Alcohol and the development and maintenance of interpersonal relationships;
- Alcohol and other drug combinations;
- Alcohol policy specifics, rationale and implementation procedures;
- Adult children of alcoholics: increased risk and resources for help;

- Warning signs of alcohol problems;
- Helping someone with an alcohol problem;
- Factors contributing to blood alcohol concentration and the effects one experiences from alcohol consumption;
- Acquaintance rape and its relationship to alcohol abuse;
- Caring for and coping with an intoxicated person;
- Assertiveness training applied to situations involving alcohol;
- Similarities and differences between women and men regarding alcohol effects;
- Particular alcohol-related concerns for fraternities and sororities.

Although these suggestions by no means provide an exhaustive list of possible content areas for a college-based alcohol education program, they begin to identify areas of concern for many student groups. These areas can be equally important to staff and faculty members for application to their own lives and in fulfilling their professional responsibilities with students.

There are several state and federal agencies as well as community groups which might be available to provide assistance, resources, and support to the campus-based alcohol education program. Based on the goals, philosophy, and strategies of the program, the coordinator(s) can choose from among the following resources for printed educational materials, films, consultants, speakers, and research study results. Community groups which might be appropriate for such programs include: *Alcoholism Education and Support Groups*, such as Alcoholics Annonymous (A.A.), Al-Anon (families/significant others of alcoholics), Alateen (teen-age children of alcoholics), and the National Council on Alcoholism and Drug Dependence and its local affiliates; *Lobbying Groups*, for example, Mothers Against Drunk Driving (MADD) and Remove Intoxicated Drivers (RID); *Service Provider Groups*, e.g., Students Against Driving Drunk (SADD); and various *Governmental Agencies:* the National Institute on Alcohol Abuse and Alcoholism (NIAAA), National Clearinghouse for Alcohol and Drug Information (NCADI), National Institute on Drug Abuse (NIDA), federal and state highway safety divisions, and state and local health and police departments.

Materials Development
In the process of acquiring and developing educational materials to be used within program activities, there are several approaches to consider based on budgetary and time-frame factors, availability and accessibility of expert support resources, and priorities which have been established for program development.

One option is to acquire and use training manuals and printed educational materials that have been developed and are available through government, community, or private agencies and groups or from other established college-based alcohol education programs. The items may be used in their original format or adapted to meet the particular needs of the campus and target population (see the reference list for specific suggestions). The standard procedures for checking copyright status, obtaining permission, and crediting the source need to be followed in those instances.

Another possibility would be for the program staff to develop their own materials to complement the educational activities and appeal to their target groups, by incorporating specific references to their campus environment into the material. The involvement of students during this process can contribute to the appropriateness of content, style, and creativity.

IMPLEMENTING AN ALCOHOL EDUCATION PROGRAM

If the steps outlined in the section on establishing an alcohol education program have been well-planned and the groundwork has been accomplished, the processes involved with implementation should flow relatively smoothly.

Logistics of Programming
A central location will be needed where the coordinator(s) can be contacted, educational activities scheduled, a supply of materials and equipment for use with program activities can be stored, and resource or reference materials kept. This location would serve as the "hub" from which program efforts would be extended into the campus community.

The "cycles of activity" during the semester or term need to be identified to maximize the effectiveness of program efforts and respond most appropriately to the community's needs throughout the academic year. Some schools find, for example, that student leaders are more inclined to schedule and be involved with educational programming for their groups during the Fall as opposed to the Spring semester, or during the first half of a semester or just prior to Spring or Winter break. In most cases, the week before and the weeks of

mid-terms, hourly exams, or finals are poor times to schedule events or expect student staff to be available for conducting activities. Oftentimes, there are many requests during the first two weeks of a semester for workshops, seminars, or speakers but due to the last-minute confirmation of schedules and the time necessary for initial training or a "refresher course" on program content, format, and protocol, it may be best to schedule the actual programs for no earlier than two weeks into the semester. A 15-week semester has about ten weeks of prime potential programming opportunities.

Adequate staff training, evaluation, and supervision are crucial to the success of any educational program. It is particularly important that facilitators not only know the facts, but are able to field questions with confidence. They must provide the opportunity for participants to analyze their own responses, behaviors, and attitudes about the subject, and to know their own limitations when dealing with individuals' questions or personal concerns in this area. Therefore, in addition to all of the components of training outlined in the section on peer educators, it is critically important to include referral techniques, campus and community referral resources and interpersonal skills to help motivate individuals to avail themselves of such help when appropriate.

Program Promotion

Program activities on campus require publicity to help ensure their success. Depending on the nature of the event, publicity efforts may be directed at the entire campus or toward particular groups who may have a special interest or need for the information. If the general campus community is to be considered a potential audience, the broadest approaches to advertising will need to be used, including all campus media, both print and electronic.

print media:	• student newspaper(s) — advertisements, articles, calendars of events • newsletters published by individual colleges, departments or unions, faculty and staff publications, local community newspapers • posters or flyers displayed in prominent locations on campus (bus stops, campus centers, dining halls) • program promotional brochures
electronic media:	• campus-based radio and television stations • electronic display boards (often available in student centers, dining halls, and other areas of congregation) • local community radio and television stations

When the activity has been designed for or is particularly appropriate for specific groups, the advertising needs to be targeted directly to them. Publicity efforts to be considered in such cases include: distribution of printed announcements through campus or public mail service, announcements in club meetings and classrooms, distribution of flyers at other events and in places where the target group may be reached (i.e., freshmen orientation, the off-campus housing office to contact commuters, Residence Life Staff Training Programs to reach resident assistants and other student residence staff).

In any case, the actual promotional material, whether it be a newspaper article, flyer, poster or verbal announcement, should be accurate, attractive, and appeal to the intended audience. Having representatives of such target groups involved with the development of promotional material usually helps to make it as relevant and appealing as possible. The program coordinator needs to maintain a certain level of control over the advertising to ensure that the content and message of the event is represented accurately and not compromised in an effort to "sensationalize" the topic. Not only would such inaccurate advertising be misrepresentation, and thus, unfair to those individuals who may have expected the sensationalism, but it may, in fact, deter others from attending because they would prefer a more factual, objective approach. Maintaining a certain level of involvement or control over promotion is particularly important if other campus organizations co-sponsor events and they assume responsibility for publicity.

An important aspect of successful program implementation is some degree of continuity on the part of the peer educators and certainly, the coordinator(s). As described earlier, there are numerous reasons to encourage retention of peer educators. However, with the inevitable student staff turnover, the coordinator becomes the "link of continuity" from one academic year to the next and thus contributes to the stability of the program.

REFERRALS FOR COUNSELING

During the course of increasing people's awareness about issues of alcohol use and abuse, some participants will experience a more intense personal reaction or response than others. It is likely that many of these individuals may be dealing with or have dealt with alcohol abuse behavior, and possibly alcoholism, in their family, among their friends, or personally. Their reactions to the educational messages may range from a heightened interest in the subject, distorted perceptions of use or abuse, to preoccupation with the issues or a desire for immediate diagnosis of the situation. In most cases, an appropriate and timely referral would be the most helpful

response. Therefore, it is *critically* important for the facilitators of any educational event (workshops, seminars, exhibits, lectures, displays, discussions, panel presentations, etc.) to be knowledgeable about the sources of information and counseling, both on- and off-campus, and to feel comfortable in making a referral to these resources. In most cases, since the peer education facilitators will not be counselors trained in alcohol and drug issues, they need to be aware of their own limitations and not step beyond their areas of training and expertise. The extent of on-campus resources will vary among institutions, but in most cases there are counselors available through the counseling center, student health service, dean of students' office, wellness program or some other division of the university. These counselors may or may not be specifically trained to identify, diagnose, and treat substance abuse problems, but should certainly be able to refer someone to a treatment specialist, on-campus or community-based. An increasing number of colleges and universities have established alcohol and other drug abuse counseling programs for students. These same problems among faculty and staff can be addressed through an employee assistance program if one is available at the institution.

Most communities have both professional and self-help resources to which any member of the university community can be referred. Professional therapists (such as psychologists, psychiatrists, social workers) may specialize or have training in treatment of substance abuse and chemical dependency. Local chapters of Alcoholics Anonymous, Narcotics Annonymous, Al-Anon, or Cocaine Anonymous can be located through the telephone directory.

As many people as possible should receive training in recognition of and referral for alcohol and drug-related problems. Those student and professional staff members likely to observe or encounter students during or following an alcohol abuse episode should be considered as priority groups to receive this training. Such groups would include the university police or security department, residence life staff, health service staff, academic advisors, student affairs personnel, judicial affairs officers, etc. Part of this training would include procedures to follow when making a referral. The issues of privacy, student rights and confidentiality should be carefully considered when establishing such procedures.

PROGRAM EVALUATION

Finally, an aspect of alcohol education programming which is extremely important but is too often overlooked, is that of evaluation. One of the criticisms frequently directed at campus-based alcohol education programs has to do with the lack of mechanisms to evaluate the program's effectiveness or impact. This is an important issue

to consider. Thus, this section offers a brief overview of some possible options and the reference list provides additional sources of information on the subject.

There are several ways to evaluate a college-based alcohol education program. The particular method chosen will probably depend on the focus and format of the program, the staff and financial resources as well as the priorities and expectations of those who claim final responsibility for the program.

One approach which has been widely used to evaluate alcohol education programs (as well as many service-oriented educational programs) is the process evaluation. With this approach, the actual process of delivering the program is evaluated. Attempts are made to quantify program success in terms of number of events, requests for program activities, repeat requests from the same groups, level of participant satisfaction with program activities (content, format) and interest and involvement on the part of new groups within the campus community. The facilitator and participant evaluations of each program event (as described in the section on peer education training) would be one component of process evaluation methodology. This approach is particularly helpful in tracking program growth, reception, potential for future expansion and determining future directions.

Another approach to consider in evaluating an alcohol education program would be an impact or outcome evaluation. As the name suggests, this approach attempts to evaluate to what extent the program has affected the knowledge, attitudes and the behavior of the participants or those exposed to program activities. The program objectives would have to be measurable to begin with, and an evaluation tool designed specifically to solicit responses concerning those elements of behavior from respondents. This approach may be used to evaluate the impact of the program as a whole or may be directed at components of the larger program.

A variation on this approach would be to ask participants to evaluate intended behavior related to the educational message(s) within a specific program event, during the actual event. For example, with reference to a workshop on drinking and driving, part of the workshop design might include an assessment of participants' intentions to drive under various circumstances (i.e., after having one or two drinks, if "high" or drunk, riding with someone else who is drunk). This exercise may be carried out at the end of the event, or if the length and comprehensiveness of the event warrant it, it could be conducted prior to the event as well as following it.

The formative evaluation may be used during the program's developmental stages. The purpose of this type of evaluation is to provide

information to assess the effectiveness of specific program elements regarding short-term goals. A pilot study is a common procedure and the information gained is used to modify and improve the program.

This brief summary describes some of the evaluation techniques which may be applicable to a campus-based alcohol education program. Specific evaluation processes should be incorporated into the planning and early implementation stages as well as integrated into the ongoing program operation. Detailed explanations and suggestions for application of evaluation strategies can be found in some of the resources listed at the end of this pamphlet.

Concluding Comments

The field of alcohol education continues to evolve and develop in response to new research data as well as to current social issues and trends. This pamphlet has been intended to provide a framework of information and ideas which may be helpful in building campus-based alcohol education programs. The specifics regarding content, approach and implementation strategies will, of course, need to be determined by those involved with the programs on individual campuses.

Acquisition of an adequate knowledge base, coupled with development of a sense of responsibility for oneself and concern for others, can contribute to a solid foundation for future decision-making. This ability would be applicable to many aspects of personal behavior and lifestyle, including those pertaining to alcohol use, nonuse, or addressing alcohol abuse. Such an orientation would help to reduce the potential for alcohol problems during one's college career as well as after graduation. Thus, there is potential for a far-reaching impact, not only for the individuals exposed to such a program, but, in the long-run, for the larger society in which these individuals will live, work and contribute.

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RESOURCES FOR ADDITIONAL INFORMATION AND EDUCATIONAL MATERIALS

Addiction Research Foundation
33 Russell Street
Toronto, Ontario M5S-2S1
Canada

American College Health Association
15879 Crabbs Branch Way
Rockville, Maryland 20855

BACCHUS of the U.S., Inc.
(Boost Alcohol Consciousness Concerning the Health of University Students)
P.O. Box 10430
Denver, Colorado 80210

Center of Alcohol Studies
Rutgers University
Smithers Hall - Busch Campus
Piscataway, New Jersey 08854

Drug Prevention Program
Fund for the Improvement of Post Secondary Education
U.S. Department of Education
7th and D Streets, S.W. - Room 3100
Washington, D.C. 20202-5175

Inter-Association Task Force on Campus Alcohol and Substance Abuse Issues
P.O. Box 10430
Denver, Colorado 80210

Mothers Against Drunk Driving (MADD)
669 Airport Freeway, #310
Hurst, Texas 76053

National Association for Children of Alcoholics
31706 Coast Highway, Suite 201
South Laguna, California 92677

National Clearinghouse for Alcohol and Drug Information (NCADI)
P.O. Box 2345
Rockville, Maryland 20852

National Collegiate Alcohol Awareness Week
2301 South Third Street
203 Grawemeyer Hall
University of Louisville
Louisville, Kentucky 40292

National Council on Alcoholism and Drug Dependence, Inc. (NCADD)
12 West 21st Street
New York, New York 10017

National Highway Traffic Safety Administration
U.S. Department of Transportation
400 Seventh Street, S.W.
Washington, D.C. 20590

National Institute on Alcohol Abuse and Alcoholism (NIAAA)
Prevention Branch, Room 16C-14
5600 Fishers Lane
Rockville, Maryland 20857

National Institute on Drug Abuse (NIDA)
Prevention Branch - Room 11A-33
5600 Fishers Lane
Rockville, Maryland 20857

Network of Colleges and Universities Committed to the
Elimination of Drug and Alcohol Abuse
Program for the Improvement of Practice
Educational Networks Division
U.S. Dept. of Education
555 New Jersey Avenue, N.W.
Washington, D.C. 20208

Students Against Driving Drunk (SADD)
P.O. Box 800
Marlboro, Massachussetts 01752

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About the Center of Alcohol Studies

The Center of Alcohol Studies evolved in the late 1930s and 1940s at the Yale University Laboratory of Applied Physiology and Biodynamics, directed by Howard W. Haggard. Haggard's interest in the effects of alcohol on the body had broadened into a wide perspective of alcohol problems and he brought to Yale a number of scientists with similar interests, among them E. M. Jellinek, who became head of the new Section on Alcohol Studies. The *Quarterly Journal of Studies on Alcohol* was also founded by Haggard in 1940. In 1962, the Center of Alcohol Studies moved to Rutgers University.

The center faculty have been trained in biochemistry, economics, physiology, psychology, psychiatry, sociology, political science, public health, education, statistics and information science. The faculty teach undergraduate, graduate and continuing education courses, including the world famous Summer School of Alcohol Studies. The SSAS alumni have assumed leadership positions in research, prevention and treatment of alcohol problems.

The center's major areas of concern are: research, education and training, treatment, prevention and information dissemination. As part of the center's educational mission, this pamphlet series presents current knowledge on important topics in the alcohol studies field.

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